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ABSTRACT

This report describes the sixth annual National Institutional Priorities Study conducted to determine the perceptions of faculty, administration, and staff regarding areas of highest important and areas of greatest and least agreement on meeting student expectations. Also identified were the greatest performance gaps between levels of importance and levels of agreement. The survey uses the Institutional Priorities Survey (ISP) to gather information. The 2002 National Institutional Priorities Report represents data from 296 colleges, with 10,831 faculty members from four-year public colleges, 12,840 from four-year private institutions, and 13,914 from two-year institutions. Mean scores for importance, agreement, and the performance gap are given for the 13 scales of the instrument. A matrix is presented that can be used to prioritize action to improve various aspects of the institution. Strengths and challenges to higher education are summarized by institution type. Trends in importance, agreement, and performance gap are also summarized across the most recent 5 years of data. Ways to use ISP data are reviewed. (SLD)

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2002 National Institutional Priorities Report

Noel-Levitz

July 2002

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2002 National Institutional Priorities Report

Study Conducted by Noel-Levitz

Introduction

Studies of institutional priorities are self-examinations that enable institutions to measure their effectiveness in meeting the expectations of their students. Taking a "sounding" of *all* campus constituents, including students, faculty, staff, administrators, and board members, enables the institution to pinpoint more precisely those areas where improvements in campus programs and services can impact the level of student satisfaction.

Assessment of Institutional Priorities

Colleges and universities generally rely on measures of student satisfaction alone to determine their priorities for intervention. However, greater precision can be realized by viewing satisfaction within the context of both student expectations and the value campus personnel place on these expectations. By quantifying the importance faculty, staff, and administrators place on student expectations, as well as their perceptions of student satisfaction, campus leaders are able to pinpoint their strengths and priorities for action.

The Study

This report reveals the results of the sixth annual National Institutional Priorities Study conducted by Noel-Levitz to determine the perceptions of faculty, administration, and staff regarding the areas of highest importance, the areas of greatest and least agreement on meeting student expectations, and the greatest performance gaps between levels of importance and levels of agreement. This two-dimensional approach uses the Institutional Priorities Survey™ (IPS), the parallel instrument to the Student Satisfaction Inventory™ (SSI).

The Source of Data

The 2002 National Institutional Priorities Report represents data from 296 colleges and universities from four-year public; four-year private; and two-year community, junior, and technical institutions that utilized the Institutional Priorities Survey with all or part of their faculty, administration, staff, and board members between the fall of 1999 and the spring of 2002. The personnel populations by institutional type include 10,381 from four-year publics; 12,840 from four-year privates; and 13,914 from two-year community, junior, and technical colleges.

The Instrument

The Institutional Priorities Survey, from which the data were collected for this report, consists of over 50 items that cover the full range of college experiences. These items are directly parallel to the items on the Student Satisfaction Inventory. Each item is expressed as a statement of expectation. Each statement includes a rating scale of 1 to 7 whereby campus personnel are asked to rate the level of importance they believe the institution assigns to the expectation as well as their level of agreement that the expectation is being met.

Similar to the SSI, the survey findings are then presented with three scores for each item: an importance score, an agreement score, and a performance gap score, which is calculated by subtracting the agreement score from the importance score. A large performance gap score on an item indicates a perception that the institution is not meeting the expectation, a small gap score indicates a perception that the institution is close to meeting the expectation, and a negative gap score indicates a perception that the institution is exceeding the expectation.

Two versions of the IPS are available: the Community, Junior, and Technical College version and the Four-Year College and University version. Each version captures the unique features of the type of institution for which it was developed. A sample of the IPS items representing a broad array of issues relating to campus programs and services is presented at the end of this report.

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The Scales

The scales on the Institutional Priorities Survey are directly parallel to the scales on the Student Satisfaction Inventory so that comparisons can be made between the two data sets. The scales provide composite scores that allow for an overview of the data. The scales are as follows:

- **Academic Advising Effectiveness** *(four-year version)* **and Academic Advising and Counseling Effectiveness** *(community, junior, and technical college version)* assess the comprehensiveness of the academic advising program, evaluating advisors' knowledge, competence, approachability, and personal concern for students.
- **Academic Services** *(community, junior, and technical college version)* assesses services students utilize to achieve their academic goals. These services include the library, computer labs, tutoring, and study areas.
- **Campus Climate** measures the extent to which the institution provides experiences that promote a sense of campus pride and belonging.
- **Campus Life** *(four-year version)* assesses the effectiveness of student life programs offered by the institution, covering issues ranging from athletics to residence life. This scale also assesses campus policies and procedures to determine perceptions of students' rights and responsibilities.
- **Campus Support Services** assesses the quality of support programs and services.
- **Concern for the Individual** assesses the institution's commitment to treating each student as an individual. Included in this assessment are those groups who frequently deal with students on a personal level (e.g., faculty, advisors, counselors, residence hall staff, etc.).
- **Instructional Effectiveness** assesses students' academic experience, the curriculum, and the campus's overriding commitment to academic excellence.
- **Recruitment and Financial Aid Effectiveness** *(four-year version)* **and Admissions and Financial Aid Effectiveness** *(community, junior, and technical college version)* measure the extent to which admissions counselors are competent and knowledgeable, along with the perceptions of the effectiveness and availability of financial aid programs.
- **Registration Effectiveness** assesses issues associated with registration and billing and the extent to which the registration process is smooth and effective.
- **Responsiveness to Diverse Populations** assesses the institution's commitment to specific groups of students enrolled at the institution (e.g., underrepresented populations, students with disabilities, commuters, part-time students, and older, returning learners). Please note that this scale captures only an agreement score.
- **Safety and Security** measures the institution's responsiveness to students' personal safety and security on the campus.
- **Service Excellence** measures the areas of campus where quality service and personal concern for students are rated most and least favorably.
- **Student Centeredness** measures the institution's attitude toward students and the extent to which they feel welcome and valued.

Analysis of the Scales

The best place to begin is by looking at the big picture and understanding the areas on campus that are given the highest value by the faculty, administration, and staff. The following four tables summarize the importance, agreement level, and performance gap findings for the 12 scales by institution type. These are listed in order of importance.

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2002 Scales: *four-year private institutions*

Scale	Importance Mean	Agreement Mean	*Performance Gap Mean*
Concern for the Individual	6.62	5.71	*0.91*
Recruitment and Financial Aid	6.55	5.14	*1.41*
Instructional Effectiveness	6.54	5.60	*0.94*
Campus Climate	6.51	5.54	*0.97*
Student Centeredness	6.48	5.69	*0.79*
Academic Advising	6.47	5.55	*0.92*
Service Excellence	6.41	5.31	*1.10*
Campus Support Services	6.36	5.13	*1.23*
Safety and Security	6.32	5.00	*1.32*
Registration Effectiveness	6.24	5.28	*0.96*
Campus Life	6.12	5.11	*1.01*
Responsiveness to Diverse Populations	—	5.02	—

(7 = very important /strongly agree 1 = not important /strongly disagree)

2002 Scales: *four-year public institutions*

Scale	Importance Mean	Agreement Mean	*Performance Gap Mean*
Concern for the Individual	6.49	5.02	*1.47*
Instructional Effectiveness	6.48	5.18	*1.30*
Academic Advising	6.45	5.09	*1.36*
Recruitment and Financial Aid	6.43	4.82	*1.61*
Campus Climate	6.42	5.03	*1.39*
Service Excellence	6.38	4.71	*1.67*
Campus Support Services	6.36	4.92	*1.44*
Student Centeredness	6.35	5.00	*1.35*
Safety and Security	6.33	4.74	*1.59*
Registration Effectiveness	6.22	4.84	*1.38*
Campus Life	6.00	4.90	*1.10*
Responsiveness to Diverse Populations	—	5.05	—

(7 = very important /strongly agree 1 = not important /strongly disagree)

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2002 Scales: *community, junior, and technical colleges*

Scale	Importance Mean	Agreement Mean	*Performance Gap Mean*
Concern for the Individual	6.54	5.51	*1.03*
Instructional Effectiveness	6.50	5.64	*0.86*
Academic Advising/Counseling	6.46	5.32	*1.14*
Campus Climate	6.45	5.42	*1.03*
Student Centeredness	6.44	5.47	*0.97*
Academic Services	6.43	5.27	*1.16*
Safety and Security	6.43	5.01	*1.42*
Admissions and Financial Aid	6.42	5.30	*1.12*
Service Excellence	6.38	5.24	*1.14*
Registration Effectiveness	6.34	5.33	*1.01*
Campus Support Services	6.08	5.04	*1.04*
Responsiveness to Diverse Populations	—	5.55	—

(7 = very important/strongly agree 1 = not important/strongly disagree)

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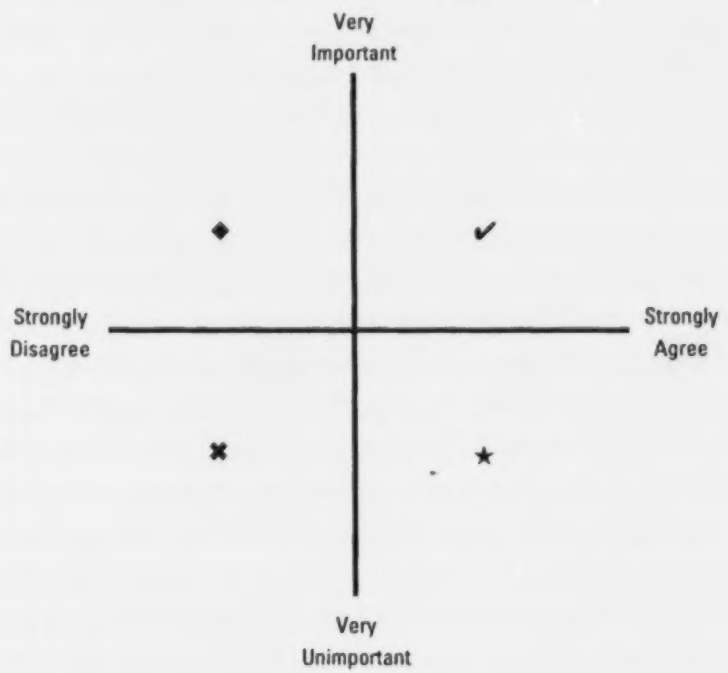
Analysis of the IPS Data

It is important that the identification of institutional priorities includes an assessment of the perceptions of both students and campus personnel regarding the value of campus experiences. While this study focuses on the assessment by campus personnel, it is essential that institutions consider both assessments to shape their action agendas for improving the quality of the campus experience.

The analysis of the data should include a combination of the importance, agreement, and performance gap scores. A combination of scores provides the most dynamic information for institutions to consider when developing an action agenda.

Using the matrix below permits the institution to conceptualize its institutional priorities data by retention priorities (challenges) and marketing opportunities (strengths). When considered in conjunction with the student satisfaction responses, it allows the institution to pinpoint areas where resources can be redirected from areas of low expectation to areas of high expectation.

Matrix for Prioritizing Action



- ◆ **High importance/low agreement**
  pinpoints areas that should claim the institution's immediate attention, i.e. retention agenda/priorities
- ✔ **High importance/high agreement**
  showcases the institution's areas of strength that should be highlighted in promotional materials
- ✖ **Low importance/low agreement**
  presents an opportunity for the institution to examine those areas that have low status
- ★ **Low importance/high agreement**
  suggests areas from which it might be beneficial to redirect institutional resources to areas of higher importance

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Strengths and Challenges

The individual items on the inventory can be analyzed to determine strengths (high importance and high agreement) as identified by the campus personnel. *Strengths are defined as being above the median in importance and in the top quartile of agreement.*

The items can also be analyzed to determine the key challenges (high importance and low agreement) from the campus personnel perspectives. *Challenges are defined as being above the median in importance and in the bottom quartile of agreement and/or the top quartile of performance gaps.*

Following, the strengths and challenges are presented by each institution type. They are listed in order of importance.

Four-Year Private Colleges and Universities:

Strengths (high importance/high agreement):

- Nearly all of the faculty are knowledgeable in their field.
- The quality of instruction students receive in most of their classes is excellent.
- Students are able to experience intellectual growth here.
- Academic advisors are knowledgeable about requirements for majors within their area.
- Students are made to feel welcome on this campus.
- Tuition paid is a worthwhile investment.
- This institution shows concern for students as individuals.
- Major requirements are clear and reasonable.
- This institution has a good reputation within the community.

Challenges (high importance/low agreement):

- Financial aid counselors are helpful.
- Security staff respond quickly in emergencies.
- Financial aid awards are announced to students in time to be helpful in college planning.
- Admissions counselors accurately portray the campus in their recruiting practices.
- Library resources and services are adequate.
- Adequate financial aid is available for most students.

Four-Year Public Colleges and Universities:

Strengths (high importance/high agreement):

- The campus is safe and secure for all students.
- Nearly all of the faculty are knowledgeable in their field.
- Security staff respond quickly in emergencies.
- The content of the courses within each major is valuable.
- Students are able to experience intellectual growth here.
- Tuition paid is a worthwhile investment.
- Major requirements are clear and reasonable.
- Students are made to feel welcome on this campus.
- There is a good variety of courses provided on this campus.

Challenges (high importance/low agreement):

- Academic advisors are approachable.
- Faculty are fair and unbiased in their treatment of individual students.
- The instruction in most major fields is excellent.
- There is a commitment to academic excellence on this campus.
- The quality of instruction students receive in most of their classes is excellent.
- Admissions staff are knowledgeable.
- Financial aid counselors are helpful.
- Library resources and services are adequate.
- Financial aid awards are announced to students in time to be helpful in college planning.

Community, Junior, and Technical Colleges:

Strengths (high importance/high agreement):

- The quality of instruction students receive in most of their classes is excellent.
- Nearly all of the faculty are knowledgeable in their fields.
- Faculty care about students as individuals.
- This institution has a good reputation within the community.
- Students are made to feel welcome on this campus.
- Students are able to experience intellectual growth here.

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- The campus staff are caring and helpful.
- Faculty provide timely feedback about student progress in their courses.
- Program requirements are clear and reasonable.
- Counseling staff care about students as individuals.
- There is a good variety of courses provided on this campus.

Challenges (high importance/low agreement):

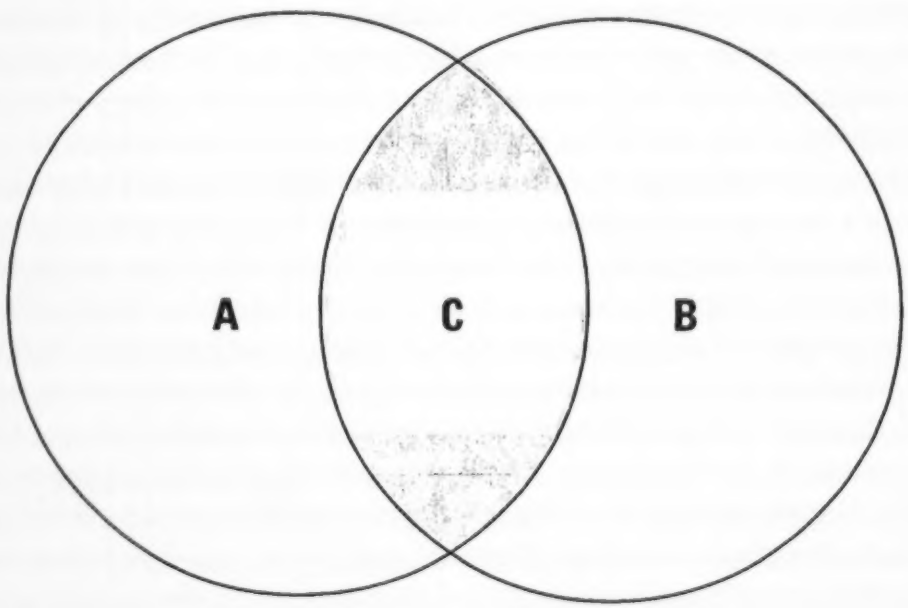
- The campus is safe and secure for all students.
- Academic advisors are knowledgeable about program requirements.
- Academic advisors are approachable.
- Security staff respond quickly in emergencies.
- The equipment in the lab facilities is kept up to date.

The Identification of Common Strengths and Common Priorities

Using the diagram below permits the institution to conceptualize the intersect of the student satisfaction data with the institutional priorities data. This intersect of SSI data with the IPS data allows the institution to pinpoint areas of greatest strength and areas of highest priority.

The following lists identify the common strengths and the common priorities as identified by campus personnel and students, by institution type (as represented by the diagram below where the overlap occurs). Also identified are the areas that are in opposition to each other (perceived as a strength by one group and a challenge by the other group).

Identifying Common Strengths and Priorities



The areas of greatest institutional strength

A. Items of highest importance/highest satisfaction (student satisfaction data)

B. Items of highest importance/highest agreement (campus personnel data)

C. Intersect of A & B = areas of greatest strength

The areas of highest institutional priority

A. Items of highest importance/lowest satisfaction (student satisfaction data)

B. Items of highest importance/lowest agreement (campus personnel data)

C. Intersect of A & B = areas of highest priority

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Four-Year Private Colleges and Universities:

Concurrence on strengths between SSI and IPS:

- Nearly all faculty are knowledgeable in their field.
- Quality of instruction in most classes is excellent.
- Students are able to experience intellectual growth here.
- Academic advisor is knowledgeable about requirements for majors within their area.
- Students made to feel welcome on campus.
- Major requirements are clear and reasonable.
- Institution has a good reputation within the community.

Concurrence on priorities/challenges between SSI and IPS:

- Financial aid counselors are helpful.
- Security staff respond quickly in emergencies.
- Financial aid awards announced in time to be helpful.
- Adequate financial aid available for most students.

Lack of concurrence:

Challenge on the SSI/strength on the IPS:

- Tuition paid is a worthwhile investment.

Four-Year Public Colleges and Universities:

Concurrence on strengths between SSI and IPS:

- Campus is safe and secure for all students.
- Nearly all faculty are knowledgeable in their field.
- Content of courses with each major is valuable.
- Students are able to experience intellectual growth here.
- Major requirements are clear and reasonable.
- Students made to feel welcome on campus.
- Good variety of courses provide on this campus.

Concurrence on priorities/challenges between SSI and IPS:

- Faculty are fair and unbiased in treatment of students.
- Financial aid awards announced in time to be helpful.

Lack of concurrence:

Challenge on the SSI/strength on the IPS:

- Tuition paid is a worthwhile investment.
- Security staff respond quickly in emergencies.

Strength on the SSI/challenge on the IPS:

- Instruction in the major field is excellent.
- Quality of instruction in most classes is excellent.
- Academic advisor is approachable.
- Commitment to academic excellence on this campus.
- Library resources and services are adequate.

Community, Junior, and Technical Colleges:

Concurrence on strengths between SSI and IPS:

- Quality of instruction in most classes is excellent.
- Nearly all faculty are knowledgeable in their field.
- Students are made to feel welcome on campus.
- Students are able to experience intellectual growth here.
- Program requirements are clear and reasonable.
- Good variety of courses on campus.

Concurrence on priorities/challenges between SSI and IPS:

- None.

Lack of concurrence:

Strength on the SSI/challenge on the IPS:

- Campus is safe and secure for all students.

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Identification of areas of importance

Another way to review the combination of the results from the Student Satisfaction Inventory and the Institutional Priorities Survey is to look at the scale scores in order of importance. The following tables show the scales listed in order of importance, by institution type, as reported in the 2002 National Student Satisfaction-Priorities Report with the rank order number listed for the students (SSI rank) and the corresponding rank order reflected for the campus personnel (IPS rank), as presented earlier in this report. Wherever the rank order numbers are more than 3 places apart (i.e., students rank it number two and campus personnel rank it number six) then perceptions of importance vary on campus.

Four-Year Private Colleges and Universities:

Scale	SSI Rank	IPS Rank
Instructional Effectiveness	1	3
Academic Advising	2	6
Safety and Security	3	9
Registration Effectiveness	4	10
Concern for the Individual	5 tie	1
Recruitment and Financial Aid	5 tie	2
Student Centeredness	5 tie	5
Campus Climate	8	4
Campus Support Services	9	8
Service Excellence	10	7
Campus Life	11	11
Responsive to Diverse Populations	12	12

Four-Year Public Colleges and Universities:

Scale	SSI Rank	IPS Rank
Academic Advising	1	3
Instructional Effectiveness	2	2
Safety and Security	3	9
Registration Effectiveness	4	10
Concern for the Individual	5	1
Campus Climate	6	5
Student Centeredness	7	8
Campus Support Services	8 tie	7
Recruitment and Financial Aid	8 tie	4
Service Excellence	10	6
Campus Life	11	11
Responsive to Diverse Populations	12	12

Community, Junior, and Technical Colleges:

Scale	SSI Rank	IPS Rank
Instructional Effectiveness	1	2
Registration Effectiveness	2	10
Academic Advising/Counseling	3	3
Concern for the Individual	4	1
Academic Services	5	6 tie
Safety and Security	6	6 tie
Admissions and Financial Aid	7	8
Campus Climate	8 tie	4
Student Centeredness	8 tie	5
Service Excellence	10	9
Campus Support Services	11	11
Responsive to Diverse Populations	12	12

Trend Analysis

The composite scales were analyzed to determine trends in importance, agreement, and performance gap across the most recent five years of data. The comparisons on the following pages are presented separately by institutional type: four-year private, four-year public, and two-year community, junior, and technical institutions. The data have been isolated by academic year rather than presented cumulatively.

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Scales: Five-Year Trends at Four-Year Private Institutions

Scale	1997-98	1998-99	1999-2000	2000-01	2001-02
Academic Advising					
Importance	6.45	6.48	6.48	6.50	6.46
Agreement	5.52	5.48	5.53	5.52	5.56
Performance Gap	0.93	1.00	0.95	0.98	0.09
Campus Climate					
Importance	6.49	6.51	6.51	6.52	6.49
Agreement	5.58	5.49	5.50	5.52	5.58
Performance Gap	0.91	1.02	1.01	1.00	0.91
Campus Life					
Importance	6.13	6.13	6.13	6.17	6.08
Agreement	5.18	5.07	5.02	5.07	5.19
Performance Gap	0.95	1.06	1.11	1.10	0.89
Campus Support Services					
Importance	6.33	6.38	6.39	6.39	6.33
Agreement	4.96	4.94	5.04	5.12	5.18
Performance Gap	1.37	1.44	1.35	1.27	1.15
Concern for the Individual					
Importance	6.61	6.63	6.63	6.62	6.61
Agreement	5.73	5.64	5.67	5.66	5.75
Performance Gap	0.88	0.99	0.96	0.96	0.86
Instructional Effectiveness					
Importance	6.52	6.54	6.55	6.55	6.53
Agreement	5.59	5.53	5.56	5.57	5.63
Performance Gap	0.93	1.01	0.99	0.98	0.90
Recruitment and Financial Aid					
Importance	6.56	6.57	6.57	6.56	6.54
Agreement	5.21	5.10	5.11	5.13	5.16
Performance Gap	1.35	1.47	1.46	1.43	1.38
Registration Effectiveness					
Importance	6.17	6.22	6.25	6.28	6.21
Agreement	5.29	5.26	5.26	5.28	5.28
Performance Gap	0.88	0.96	0.99	1.00	0.93
Responsiveness to Diverse Populations					
Importance	---	---	---	---	---
Agreement	4.74	4.84	4.93	5.06	5.05
Performance Gap	---	---	---	---	---
Safety and Security					
Importance	6.24	6.28	6.32	6.38	6.29
Agreement	5.06	4.99	4.99	4.97	5.02
Performance Gap	1.18	1.29	1.33	1.41	1.27
Service Excellence					
Importance	6.38	6.43	6.42	6.44	6.39
Agreement	5.36	5.29	5.30	5.29	5.33
Performance Gap	1.02	1.14	1.12	1.15	1.06
Student Centeredness					
Importance	6.48	6.50	6.50	6.51	6.46
Agreement	5.77	5.64	5.65	5.64	5.73
Performance Gap	0.71	0.86	0.85	0.87	0.73

Personnel Records: n = 3,137 for 1997-98; n = 3,527 for 1998-99; n = 4,282 for 1999-2000; n = 3,236 for 2000-01; n = 6,198 for 2001-02

Scales: Five-Year Trends at Four-Year Public Institutions

Scale	1997-98	1998-99	1999-2000	2000-01	2001-02
Academic Advising					
Importance	6.40	6.41	6.48	6.47	6.43
Agreement	4.93	4.98	5.08	5.01	5.11
Performance Gap	1.47	1.43	1.40	1.46	1.32
Campus Climate					
Importance	6.40	6.38	6.46	6.43	6.39
Agreement	4.94	5.05	4.99	4.86	5.05
Performance Gap	1.46	1.33	1.47	1.57	1.34
Campus Life					
Importance	6.00	5.86	6.06	6.00	5.95
Agreement	4.78	4.87	4.82	4.75	4.95
Performance Gap	1.22	0.99	1.24	1.25	1.00
Campus Support Services					
Importance	6.32	6.29	6.38	6.37	6.35
Agreement	4.67	4.90	4.80	4.66	5.03
Performance Gap	1.65	1.39	1.58	1.71	1.32
Concern for the Individual					
Importance	6.49	6.48	6.53	6.51	6.46
Agreement	4.89	5.00	5.02	4.94	5.00
Performance Gap	1.60	1.48	1.51	1.57	1.46
Instructional Effectiveness					
Importance	6.47	6.46	6.50	6.50	6.46
Agreement	5.05	5.13	5.19	5.11	5.17
Performance Gap	1.42	1.33	1.31	1.39	1.29
Recruitment and Financial Aid					
Importance	6.43	6.45	6.47	6.44	6.38
Agreement	4.75	4.81	4.73	4.71	4.89
Performance Gap	1.68	1.64	1.74	1.73	1.49
Registration Effectiveness					
Importance	6.16	6.16	6.24	6.22	6.20
Agreement	4.83	4.85	4.72	4.70	4.89
Performance Gap	1.33	1.31	1.52	1.52	1.31
Responsiveness to Diverse Populations					
Importance	---	---	---	---	---
Agreement	4.85	5.03	4.97	5.03	5.09
Performance Gap	---	---	---	---	---
Safety and Security					
Importance	6.28	6.22	6.37	6.34	6.32
Agreement	4.72	4.95	4.67	4.65	4.81
Performance Gap	1.56	1.27	1.70	1.69	1.51
Service Excellence					
Importance	6.35	6.37	6.43	6.39	6.36
Agreement	4.71	4.79	4.59	4.56	4.76
Performance Gap	1.64	1.58	1.84	1.83	1.60
Student Centeredness					
Importance	6.33	6.33	6.41	6.34	6.32
Agreement	4.91	5.08	4.93	4.82	5.02
Performance Gap	1.42	1.25	1.48	1.52	1.30

Personnel Records: n = 2,112 for 1997-98; n = 1,279 for 1998-99; n = 3,866 for 1999-2000; n = 2,458 for 2000-01; n = 5,538 for 2001-02

Scales: Five-Year Trends at Two-Year Institutions

Scale	1997-98	1998-99	1999-2000	2000-01	2001-02
Academic Advising/Counseling					
Importance	6.48	6.47	6.45	6.49	6.44
Agreement	5.45	5.44	5.28	5.34	5.32
Performance Gap	1.03	1.03	1.17	1.15	1.12
Academic Services					
Importance	6.48	6.46	6.42	6.46	6.42
Agreement	5.12	5.31	5.22	5.30	5.27
Performance Gap	1.36	1.15	1.20	1.16	1.15
Admissions and Financial Aid					
Importance	6.48	6.45	6.40	6.45	6.42
Agreement	5.35	5.43	5.27	5.35	5.25
Performance Gap	1.13	1.02	1.13	1.10	1.17
Campus Climate					
Importance	6.51	6.48	6.44	6.48	6.45
Agreement	5.51	5.52	5.36	5.41	5.44
Performance Gap	1.00	0.96	1.08	1.07	1.01
Campus Support Services					
Importance	6.16	6.13	6.06	6.11	6.07
Agreement	5.03	5.10	4.98	5.03	5.08
Performance Gap	1.13	1.03	1.08	1.08	0.99
Concern for the Individual					
Importance	6.60	6.57	6.53	6.56	6.53
Agreement	5.63	5.63	5.48	5.52	5.52
Performance Gap	0.97	0.94	1.05	1.04	1.01
Instructional Effectiveness					
Importance	6.54	6.52	6.49	6.52	6.49
Agreement	5.69	5.70	5.60	5.63	5.67
Performance Gap	0.85	0.82	0.89	0.89	0.82
Registration Effectiveness					
Importance	6.35	6.34	6.32	6.37	6.32
Agreement	5.42	5.45	5.33	5.31	5.35
Performance Gap	0.93	0.89	0.99	1.06	0.97
Responsiveness to Diverse Populations					
Importance	---	---	---	---	---
Agreement	5.59	5.56	5.53	5.50	5.61
Performance Gap	---	---	---	---	---
Safety and Security					
Importance	6.42	6.43	6.42	6.44	6.45
Agreement	5.07	5.10	4.93	5.14	4.91
Performance Gap	1.35	1.33	1.49	1.30	1.54
Service Excellence					
Importance	6.42	6.40	6.37	6.40	6.38
Agreement	5.35	5.38	5.22	5.23	5.26
Performance Gap	1.07	1.02	1.15	1.17	1.12
Student Centeredness					
Importance	6.50	6.46	6.42	6.46	6.43
Agreement	5.60	5.60	5.43	5.45	5.51
Performance Gap	0.90	0.86	0.99	1.01	0.92

Personnel Records: n = 1,425 for 1997-98; n = 4,519 for 1998-99; n = 4,818 for 1999-2000; n = 5,409 for 2000-01; n = 5,150 for 2001-02

Uses of Institutional Priorities Data

The primary use of the Institutional Priorities Survey results is to pinpoint an action agenda based on consensus of perceptions among all campus constituents, including students, faculty, staff, administrators, and board members. Institutions currently using the SSI indicate they chose to use the IPS to enhance their efforts in the following areas:

- Setting the retention agenda
- Providing feedback to faculty, staff, and students
- Marketing the institution
- Providing feedback to administrators
- Strategic planning
- Preparing self-study for accreditation
- Influencing budget decisions
- Enhancing total quality management
- Providing feedback to board members
- Providing direction to individual departments/ majors/programs

Summary

As institutions seek to improve the quality of the educational experience and improve the level of student satisfaction with their programs and services, the involvement of all campus constituents in the assessment process is essential to build an agreement to act. Therefore, an approach that compares the priorities of students with those of faculty, administrators, staff, and board members is recommended. All constituents have an investment in student satisfaction and play a key role in setting the future direction of the campus. Institutional priorities that reflect mutual agreement between students and campus personnel have the greatest potential for improving the quality of the campus experience.

For more information:

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The Institutional Priorities Survey™ was developed and is published by Noel-Levitz, Inc.

Sample Institutional Priority Survey Items

Importance to me... (1 = not important at all, 2 = not very important, 3 = somewhat unimportant, 4 = neutral, 5 = somewhat important, 6 = important, 7 = very important)								...My level of agreement (1 = strongly disagree, 2 = disagree, 3 = somewhat disagree, 4 = neutral, 5 = somewhat agree, 6 = agree, 7 = strongly agree)						
①	②	③	④	⑤	⑥	⑦	Students are made to feel welcome here.	①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦	Faculty care about students as individuals.	①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦	The campus is safe and secure for all students.	①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦	The personnel involved in registration are helpful.	①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦	Academic advisors are approachable.	①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦	Adequate financial aid is available for most students.	①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦	The content of the courses within each major is valuable. *(four-year version only)*	①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦	Internships or practical experiences are provided in each degree/certificate program. *(two-year version only)*	①	②	③	④	⑤	⑥	⑦
①	②	③	④	⑤	⑥	⑦	Living conditions in the residence halls are comfortable. *(four-year version only)*	①	②	③	④	⑤	⑥	⑦

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